

NOTES	ACTION
<p><u>Learning Services – Emilie – Inclusion</u></p> <ul style="list-style-type: none"> ○ Beliefs <ul style="list-style-type: none"> • Equitable Access • Inclusion • Flexible and responsive in supplying supports and services • Sustainable funding • Respect the principal as the MRP as the steward of the resources and the instructional leader • Support the Key Contacts in programming and supporting the delivery of services (preferably other than the principal) ○ What do we know to be true <ul style="list-style-type: none"> • Money will be limited • Serving more students (including more behaviours) • Inequality in access to supports and services • Current CLICK model is successful • Schools value predictable funding • Any model will require a system of checks and balances • Program planning should be individual but should have the goal as independence • Students with needs do not always fit neatly into one category • Supporting mild and moderate students with Level 6 funding and surplus school funds ○ And so.... <ul style="list-style-type: none"> • Continuum of Supports and Services - Tool to help us provide services • Staff have to determine where students fit into the continuum • All staff need to have a working knowledge of the strategies needed to support all students (and need skills and training to implement those strategies) • Current funding model will remain in place for 2013-2014 • Current class size model will be reviewed • Per pupil basic grant allotment - 10% should be used to help support mild-moderate students ○ Moving Forward <ul style="list-style-type: none"> • How do we building capacity of the staff in the use of the continuum as well as strategies? • How do we maintain the current level of support using the current level of funding? • How can our funding model ensure that our Key Contacts have time to do their work? 	
<ul style="list-style-type: none"> • <u>OT / SLP Services (Emilie K.)</u> <ul style="list-style-type: none"> ○ Can still access ERECS and PEASHIP therapy services ○ OT (0.8) - \$100 per hour (no mileage etc.) <ul style="list-style-type: none"> • Self Care (eating, dressing, toileting) • Productivity (use of everyday tools and materials in the classroom challenges may include fine motor skills, sensory...) • Managing environment (positioning/seating, accessibility...) 	<p>Access PSD Therapy Referral Form</p>

<ul style="list-style-type: none"> ○ Referral process <ul style="list-style-type: none"> • Inside PSD (forms) - complete pages 2 and 3 (school, family) emailed to therapy services • http://inside.psd70.ab.ca/Docs/FormLibrary/Therapy_Services_Information_and_Consent.docx 	
<ul style="list-style-type: none"> • Human Resources (Margaret J.) <ul style="list-style-type: none"> ○ Retirement Transition Strategy <ul style="list-style-type: none"> • Email was sent out (up to staff) ○ Support Staff Evaluations ○ Absence Reporting <ul style="list-style-type: none"> • Let HR know if there is anyone who is going to be away for longer than 5 days 	
<ul style="list-style-type: none"> • Edwin Parr nominations are due ASAP 	Complete and submit any outstanding Edwin Parr nominations
<ul style="list-style-type: none"> • Tech Talk (George C.) <ul style="list-style-type: none"> ○ Student Portfolio – Benefits for Learning (Sample - Graminia Student) ○ 184 Days of Learning and Your Digital Footprint – ensure that you are writing, encouraging others to write and commenting where necessary 	Sign up and encourage your staff and students to sign up for the 184 Days of Learning Blog
<ul style="list-style-type: none"> • RPA - Carolyn and Leah <ul style="list-style-type: none"> ○ No RPA use in September 2013 	
<ul style="list-style-type: none"> • Community Meetings 	
<ul style="list-style-type: none"> • Facilities - Maintenance and Service to Schools <ul style="list-style-type: none"> ○ Wireless initiative <ul style="list-style-type: none"> • Schools will be saturated with wireless infrastructure (when schools are ready to buy the hubs etc. then that will be done through IT/ET) - 12-18 months • \$1000 per access point ○ Electricity Usage <ul style="list-style-type: none"> • Utilities are paid for through facilities • \$\$ has increased, which is related directly through consumption (\$200 000) • Ensure that all non-essential appliances are unplugged/moved ○ Work Orders - School Dude <ul style="list-style-type: none"> • What's working? • What's not working? <ul style="list-style-type: none"> ▪ Some things get lost in cyberspace (especially quotes etc) ▪ Charge backs (line 951) • Suggestions? <ul style="list-style-type: none"> ▪ Different method of submitting “work orders” not emergent issues 	
<ul style="list-style-type: none"> • Group debriefing and dialogue with Senior Executive <ul style="list-style-type: none"> ○ Importance of NVCI ○ 7 Habits training 	<ul style="list-style-type: none"> -Take the NVCI training if you have not done so -Encourage teachers as well as EAs to become trained -c heck on 7 Habits training status of staff